

# Island Health Pharmacy Practice Residency

## PRECEPTING SKILLS ROTATION



### Preceptor(s):

Preceptor(s) and rotation location vary according to availability and will be assigned before the beginning of rotation. Rotation sites include Royal Jubilee and Victoria General Hospital.

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### ROTATION DESCRIPTION

The precepting skills rotation is a mandatory four-week rotation in the Island Health Pharmacy Practice Residency Program. During the rotation, the resident will be responsible for precepting a University of British Columbia Entry-to-Practice (E2P) PharmD student, in addition to providing clinical pharmacy services within a designated patient care area under the supervision of the primary preceptor. The E2P student is a fourth year pharmacy student who will be completing their eight-week hospital rotation ( PHRM 472 or PHRM 473). The resident is required to precept the first four weeks of this rotation.

This rotation will follow the tiered model of precepting. This means that the resident will act as the primary preceptor for the E2P student during their rotation. The resident will, in turn, be precepted by a designated Clinical Pharmacist, who will act as a resource for the resident during this rotation. During this rotation, the resident will have the opportunity to develop skills in the four roles of practice-based teaching (direct instruction, modeling, coaching, and facilitation), while at the same time continuing to build on existing skills in the provision of direct patient care.

### ROTATION GOALS AND OBJECTIVES

**Goal 1:** Develop and integrate the knowledge required to effectively provide practice-based teaching to junior learners while effectively providing direct patient care to assigned patients.

Upon completion of the rotation the resident will be able to:

1. Define and demonstrate the effective and appropriate use of direct instruction in the practice-based teaching provided to a junior learner. (2018 CPRB 3.5.3.a)
2. Define and demonstrate the effective and appropriate use of modeling in the practice-based teaching provided to a junior learner. (2018 CPRB 3.5.3.b)
3. Define and demonstrate the effective and appropriate use of coaching in the practice-based teaching provided to a junior learner. (2018 CPRB 3.5.3.c)
4. Define and demonstrate the effective and appropriate use of facilitation in the practice-

- based teaching provided to a junior learner. (2018 CPRB 3.5.3.d)
5. Demonstrate the ability to provide regular, relevant and constructive feedback to the student on their performance throughout the rotation. (2018 CPRB 3.5.2)
  6. Consistently and clearly communicate with the student, both verbally and in writing. (2018 CPRB 3.5.2, 3.5.3)
  7. Provide support to a struggling student, should the situation arise, through discussions with the student and preceptor. (2018 CPRB 3.5.2)
  8. Demonstrate interest in and dedication to the learning of the student through interactions and discussions with the student. (2018 CPRB 3.5.2.a, CPRB 3.5.3)
  9. Balance the provision of effective evidence-based direct patient care as a member of the interprofessional team with precepting responsibilities. (2018 CPRB 3.1, 3.5.3)
  10. Demonstrate the ability to prioritize and provide care to patients who are most likely to experience drug-related problems. (2018 CPRB 3.1)
  11. Delegate tasks to the student, as appropriate, to streamline the delivery of direct patient care. (2018 CPRB 3.1, 3.5.3.d)

**Goal 2:** Demonstrate the attitudes and behaviours that are hallmarks of a practice leader and mature professional.

**Objectives:**

The resident will:

1. Demonstrate responsibility for own learning, through the refinement and advancement of critical thinking, scientific reasoning, problem-solving, decision-making, time management, communication, self-directed learning, and team/interprofessional skills. (2018 CPRB 3.4.1)
2. Demonstrate commitment to the profession, collaboration and cooperation with other healthcare workers, and an understanding of the role of the pharmacist in the interprofessional team in the improvement of medication use for patients. (2018 CPRB 3.1.1, 3.2.2, 3.3.3)

**PRE-ROTATION REQUIRED ACTIVITIES**

Prior to the start of the rotation, the resident will:

1. Make contact with the PHRM 472 or PHRM 473 student to confirm preceptor assignment and to provide direction for day 1 of the rotation. Refer to Appendices 1 and 2 for a sample pre-rotation checklist to assist with preparing for your student and a sample first contact message highlighting key preparatory details for the student.
2. Create an account on the Office of Experiential Education (OEE) Practice Educator Resource Centre and become familiar with the resource on the website (<https://courses.cpe.ubc.ca/>)
3. Create an account on E\*Value (<https://ca.e-value.net>)

4. Complete the requirements as per the New Practice Educator Resources and Training Guide (all available on the OEE Practice Educator Resource Centre):



Practice Educator  
Resources and Training

5. Meet with staff preceptor(s) and resident co-preceptor, if applicable, to develop a rotation schedule for the student based on the required rotational activities. When complete, this schedule can be emailed to the staff preceptor for confirmation. The schedule can be given to the student on the first day of their rotation. In the meeting, it is suggested that the delegation of precepting responsibilities be discussed to ensure equal distribution of work.

## **REQUIRED ROTATION ACTIVITIES**

During the rotation, the resident will:

1. Act as the primary preceptor for a University of British Columbia E2P PharmD student for four weeks of their PHRM 472 or PHRM 473 rotation.
2. Meet with the student at the beginning of the rotation to discuss the goals and objectives of the rotation, outline expectations, and review the rotation schedule.
3. Meet with the student daily to select patients for work-up.
4. Meet with the student daily to discuss and review the patients under the student's care.
5. Review and provide feedback on all notes written by the student prior to placing them in the health record.
6. Discuss all recommendations with the student, and when necessary the resident's preceptor, prior to implementation.
7. Provide informal feedback to the student on their performance on a daily basis and complete all required formal rotation evaluations expected during the four weeks.
8. Provide pharmaceutical care to all assigned patients. The resident's patient load will be determined based on the resident's previous experience and comfort in the practice setting. The patient load typically should consist of between 5 and 10 patients but may be modified at the discretion of the preceptor.
9. Attend grand rounds, as applicable.
10. Attend Clinical Pharmacy team meetings, as applicable.
11. Meet with the preceptor daily to triage and select patients for work-up.

## **COMMUNICATION EXPECTATIONS**

The resident will:

1. Discuss all written notes with the preceptor prior to placing them in the health record, unless the preceptor indicates otherwise.

2. Discuss all recommendations with the preceptor prior to implementation, unless the preceptor indicates otherwise.
3. Notify the preceptor in advance of any off-site activities and absences during the rotation.

### **PRECEPTOR RESPONSIBILITIES**

The preceptor will:

1. Meet with the resident at the beginning of the rotation to discuss the goals and objectives of the rotation.
2. Introduce the resident to the members of the health care team.
3. Meet with the resident regularly to triage patients for work-up.
4. Meet with the resident daily to briefly review all patients under the care of the resident and student.
5. Be available to serve as a resource to the resident throughout the rotation.

**APPENDIX 1. Sample pre-rotation checklist to prepare for student rotations**

A. 2-3 weeks prior to student arrival	
<input type="checkbox"/> Prepare tentative schedule- populate with key activities such as time in dispensary/sterile products, journal club, case presentation, mid-point/final evaluations/educational activities/rounds, etc.	
<input type="checkbox"/> Consider journal articles that might be appropriate if you are planning to have a journal club during the rotation.	
<input type="checkbox"/> Contact students via e-mail	

B. 1-2 weeks prior to student arrival	
<input type="checkbox"/> Contact students by e-mail and include in the e-mail <ul style="list-style-type: none"> <li>- Ward description document if you have one</li> <li>- Tentative schedule</li> <li>- Map of site parking</li> <li>- Location and time you will meet them the first day</li> <li>- Reminder to refer to pre-rotation instructions provided by the Faculty for rotation preparation.</li> </ul>	
<input type="checkbox"/> Exchange contact numbers for communication	

C. Day before/first day of student arrival	
<input type="checkbox"/> Send an email to pharmacy staff letting them know we will be hosting a student on site for the next 8 weeks	
<input type="checkbox"/> Let ward staff know you will be precepting a student for the next 4 weeks.	
<input type="checkbox"/> Provide Powerchart DOSE instructions to student (located on O drive, under "Students")	
<input type="checkbox"/> Confirm successful Powerchart DOSE completion with Debra Engen	

## APPENDIX 2. First contact with student - sample email

Dear (insert student name),

You are scheduled to complete a clinical rotation at \_\_\_\_\_ (insert site) from \_\_\_\_\_ (insert date range). I will be your primary preceptor during this rotation. You will be assigned to \_\_\_\_\_ (insert ward name here) which is a \_\_\_\_\_ (brief description of the ward).

In order to prepare for the rotation please ensure to complete the pre-rotation requirements before Day 1 (be sure to allow up to 6 hours to complete all of the required training). These will have been provided to you by the Faculty. Please contact the Faculty if you are unclear on what these requirements are.

Please also review the following pre-readings before Day 1: \_\_\_\_\_ (insert any pre-readings you would like them to do).

I have attached a tentative schedule (attach if you have one) and a map of the site including parking. You can park in the staff parking by utilizing a 'scratch ticket' system – you can buy these tickets on your first day. The transit system has buses that come to the site regularly during the day.

Please meet me on the first day in front of Tim Horton's in the hospital's main lobby. If you have any questions, do not hesitate to contact me.

Sincerely,

Pharmacy Resident Preceptor